Chapter six in *Understanding by Design* focused on how teachers can integrate backward design and instructional decision making to has to have the foundations for differentiated learning already set, should their need arise. Teachers need to constantly be inclusive to all levels of knowledge in their classroom, and failure to do so will result in certain students being stuck in a separate curriculum of routine practice. Meanwhile, while everyone else in the class in moving forward, that one group of students stays in the same academic place and has no opportunity to build upon themselves. At the same time, a teacher does not need to specifically cater to every specific need a student might have. They only need to be willing to adapt themselves and their lessons accordingly. I can see myself designing lesson plans that are, in some ways, open ended and flexible for the sake of any necessary adaptation. I have no idea what my classroom will be like, and coming up with dozens of alternative lessons a day is simply ridiculous.

Chapter seven focused deeper into the actual lesson, in talking about delving into content as opposed to just skimming over it. By skimming content you only encourage memorization that students will allow themselves to forget once they have left the class. These students do not actually understand the content, because there is no stimulation of deep thought or opinion that forces their brains to truly start understanding the topic. One of the best ways of stimulating understanding thinking is by presenting students will open-ended, thought provoking questions about the topic. By making personal connections and brainstorming thoughts about the topic, the students are not just being spoon-fed information they are digesting it. This is the kind of thought I would want to encourage in my classroom, because any level of understanding can be involved in a class or group discussion. No matter how much or how little a student might come into a subject with, the discussion allows them to pool thoughts and learn from one another before the lesson even begins.

Chapter five of *Multiple Intelligences* focuses on using MI theory in developing effective class curriculums and lessons. The benefit of MI theory in curriculums is that it encourages teachers to expand upon their methods in ways that will help to engage students and appeal to their strongest form of intelligence. Such practices can be as simple as teacher moving around the class as they teach to the lesson, to incorporating music and hands on projects. There is no one solution for implementing the MI theory, and that is perhaps its greatest strength. No matter the subject or grade level, it can be implicated for the benefit of the students. It makes me feel much more confident about implementing MI techniques in my classroom, because there is no set way I have to do it. I can be as creative as my classroom allows, so long as I am able to help my students.

Chapter six focused more on the specific ways in which a teacher could incorporate the different intelligences into their lessons with examples corresponds to each intelligence category. I will definitely be returning to this chapter in both short-term and long-term instances. These examples will prove very helpful with further designing for my lesson plans, and even after I have become an established teacher. After all, a good teacher is one who is continually mixing, changing, and adding things to their curriculum.